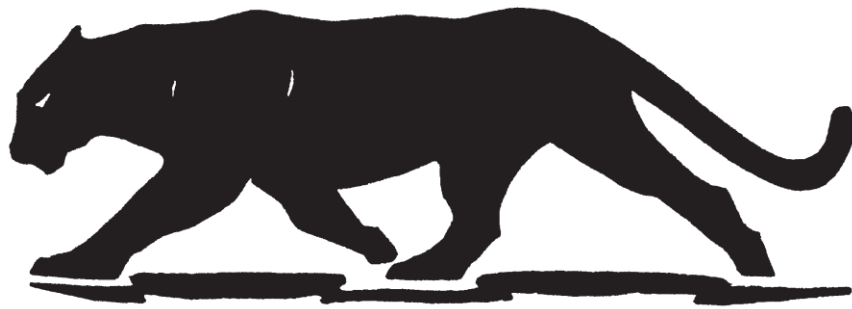


2021-22



EDMESTON CENTRAL SCHOOL DISTRICT

PARENT/STUDENT HANDBOOK



Edmeston Central School

Christine Nichols, Principal

11 North Street • P.O. Box 5129 • Edmeston, NY 13335

cnichols@edmeston.net

Phone (607)965.8931 • Fax (607)965.8942

2021/2022

Dear Students and Parents/Guardians:

Edmeston Central School always strives to create a safe, orderly, and stimulating learning environment for all students. In an effort to improve our school climate and improve academics, the staff at Edmeston Central School will continue to implement year eight of our Positive Behavior Intervention and Support (PBIS) Plan. The focus of the PBIS initiative is to create and maintain a positive school climate that fosters a positive attitude, academic achievement, working together and striving for success (Panther PAWS)!

Through PBIS, Edmeston will maintain a positive learning environment for all students. During the 2021-22 school year, we will continue universal implementation of PBIS in the classroom and non-classroom settings, collect discipline data and integrate behavior initiatives.

In collaboration with PBIS, the Response to Intervention Team will provide a systematic way to ensure that students experiencing educational difficulties receive more timely and effective instructional support. Our RTI team meets on a regular basis to offer assistance to students, teachers, and parents regarding student success.

It is important to realize that the rules and regulations in this handbook are based on respect for the rights of all people involved in the school. Consequently, each student has the responsibility to develop the self-discipline and good work habits necessary to function properly in school. All staff members in the school are here to assist students in developing their potential. It is also important to remember that a large part of the responsibility rest with each student's interest in taking advantage of all the opportunities offered.

With your support and involvement, there is no question that Edmeston Central School will be a place where students can excel in a safe and stimulating learning environment. Research shows that when the home and the schoolwork together, student learning is more successful! We look forward to working with you as true partners in your child's education!

Positively yours,

Mrs. Christine Nichols
Principal

Home of the Panthers

Edmeston Central School

HANDBOOK 2021-2022

MEMBERS OF THE BOARD OF EDUCATION

Jay Lyon, President	Burlington Flats, NY
John E. Holdorf, Vice-President	Edmeston, NY
Laura Hawes	West Edmeston, NY
Timothy Johnson	Edmeston, NY
David Delker	Edmeston, NY

EDMESTON CENTRAL SCHOOL ADMINISTRATIVE STAFF

Dr. Gary Furman, Superintendent of School	Christine Nichols, Pre-K-12 Principal
Kevin Kelly, Director of Special Ed.	Sonja Rusweiler, Business Manager

EDMESTON CENTRAL SCHOOL CALENDAR 2021-2022

September	1&2 6 7 22	Superintendent Conference Days -No Students Labor Day Classes begin for students Open House Night 6-7:30
October	8 11	Superintendent Conference Day-No Students Columbus Day- No School
November	11 12 18 19 24-26	Veterans' Day- No School End of Marking Period 1 Parent/Teacher Conferences 3:00-6:00pm Parent/Teacher Conferences 12:30-3:00pm Thanksgiving Recess- No School
December	22 23-Dec. 31	Half-Day Superintendent Conference Day Holiday Recess- No School
January	3 17 28	School Re-opens M. L. King, Jr. Day- No School End of Marking Period 2
February	21 22-25	President's Day- No School Winter Recess- No School
March	13	Superintendent Conference Day-No Students
April	1 11-18 15	End of Marking Period 3 Spring Break-No School Good Friday-No School
May	13 30	Superintendent Conference Day-No Students Memorial Day- No School
June	14 15-23 20 21-23 24 24 24	Last Day of Classes 7-12 & End of M.P. 4 Regents Exams Juneteenth-No School PK-6 Students Noon Dismissal Last Day of Classes PK-6-11:00 a.m. Dismissal Regents Rating Day, Last Day for 10 Month Staff Graduation

Code of Conduct

Introduction

The Board of Education (“Board”) of the Edmeston Central School District (“District”), is committed to providing a safe and orderly school environment where students receive, and District personnel deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other District personnel, parents and other visitors is essential to achieving this goal. The district has a long-standing set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty, and integrity. The Board recognizes the need to clearly define these expectations for acceptable conduct on school property, to identify the possible consequences of unacceptable conduct and to ensure that discipline, when necessary, is administered promptly and fairly. To this end, the Board adopts this Code of Conduct (“Code”). Unless otherwise indicated, this code applies to all students, school personnel, parents, and other visitors when on school property or attending a school function.

This Code of Conduct in compliance with the Schools Against Violence (SAVE) legislation, which took effect on July 1, 2001, for all school Districts in New York State. The Code includes high standards for student conduct, outlines clear consequences for students who violate any part of the Code and serves as a standard for consistency and fairness that protects students’ rights while promoting their responsibility.

Students at school-sponsored off-campus events shall be governed by all the rules and regulations of the school and all provisions of this code and are subject to the authority of the school District officials.

If you have any questions about the material contained in this document, please contact the building principal or the superintendent of schools. A complete copy of the Edmeston Central School Code of Conduct is available in the main office of the school and on the district’s official Web site at www.edmestoncentralschool.net.

Definitions

For purposes of this Code, the following definitions apply.

Student

Refers to a child enrolled as a Pre-K-12 registrant, in any of the district’s academic programs.

Parent

Means parent, guardian, or person in parental relation to a student.

Other Visitors

Means any person who is not a regular staff member or student at the school.

Employee

Means any person receiving compensation from a school district or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to title nine-B of article five of the Social Services Law, and consistent with the provisions of such title for the provision of services to such district, its students, or employees, directly or through contract, whereby such services performed by such person involve direct student contact.

School property

Means in or within any building, structure, or on any athletic playing field, playground, parking lot or land contained within the real property boundary line of a public school, or any property owned and operated by the district, or in or on a school bus, as defined in Vehicle and Traffic Law §142.

School function

Means any school-sponsored extracurricular event or activity, on the campus or off school grounds.

Disruptive student

Means an elementary or secondary student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom, or with the authority of other District employees.

Violent student

Means a student under the age of 21 who:

- Commits an act of violence upon another student, school employee, or any other person lawfully on school property or at a school function or attempts to do so.
- Possesses a weapon while on school property or at a school function.
- Displays what appears to be a weapon while on school property or at a school function.
- Threatens to use a weapon while on school property or at a school function.
- Threatens to bring or use a weapon on school property or at a school function.
- Knowingly and intentionally damages or destroys the personal property of any school employee or any person on school property or at a school function.
- Knowingly and intentionally damages or destroys school District property.

Weapon

Means a firearm as defined in 18 USC §921, for purposes of the Gun-Free Schools Act. It also means any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material, or substance that can cause physical injury or death.

Gender

Means actual or perceived sex and shall include a person's gender, gender identity or gender expression.

Gender expression

The way a person represents or expresses gender to others, often through behavior, clothing, hairstyle, activities, voice, or mannerisms.

Gender identity

One's self-conception as being male or female, as distinguished from actual biological sex or sex assigned at birth.

Sexual orientation

Means actual or perceived heterosexuality, homosexuality, or bisexuality.

Bullying

Means the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying (as defined below), that (a) has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or (b) reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; or (c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or (d) occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property, or impact, or reasonably be expected to impact the student's attendance and/or participation in school activities. Acts of harassment and bullying may include, but not be limited to, those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender, or sex. For the purposes of this definition the term "threats, intimidation or abuse" shall include verbal and non-verbal actions.

Cyberbullying

Means the harassment or bullying of students and staff, where such harassment or bullying occurs through any form of electronic communication.

Disability

Means (a) a physical, mental, or medical impairment resulting from anatomical, physiological, genetic, or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or (b) a record of such an impairment or (c) a condition regarded by others as such an impairment.

Discrimination

Means discrimination against any student by a student or students and/or employee or employees on school property or at a school function including, but not limited to, discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.

Harassment

Is the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities, or benefits, or mental, emotional, or physical well-being; or conduct, verbal threats, intimidation, or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety. Includes, but is not limited to, conduct, verbal threats, intimidation, or abuse based on a person's actual or perceived race, color, weight, national origin ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.

Essential Partners

All students are expected to know the policies and regulations of the district and abide by them.

All parents are expected to:

- Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community and collaborate with the district to optimize their children's educational opportunities.
- Send their children to school ready to participate and learn.
- Ensure their children attend school regularly and on time.
- Ensure absences are excused.
- Ensure their children are dressed and groomed in a manner consistent with the student dress code.
- Inform school officials of changes in the home situation that may affect student conduct or performance.
- Help their children understand that rules are required to maintain a safe, orderly environment.
- Know school rules and help their children understand them so that their children can help create a safe, supportive school environment.
- Convey to their children a supportive attitude toward education.
- Build positive, constructive relationships with teachers, other parents, and their children's friends.
- Help their children deal effectively with peer pressure.
- Provide a place for study and ensure homework assignments are completed.
- Educate and supervise children in the misuse of electronic devices that may be used to bully, harass, and/or sexually offend others.
- Teach their children respect and dignity for themselves and for other students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion or religious practice, disability, sexual orientation, gender or gender identity or sex, which will strengthen their child's confidence and help promote learning in accordance with DASA.

All District teachers are expected to:

- Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity, gender expression or sex, which will strengthen students' self-concept and promote confidence to learn.
- Be prepared to teach.
- Demonstrate interest in teaching and concern for student achievement.
- Be familiar with the Code of Conduct.
- Know school policies and rules and enforce them in a fair and consistent manner.
- Maintain confidentiality in conformity with federal and state law.

- Ask Administration questions when issues arise or for clarification.
- Communicate to students and parents.
- Communicate regularly with students, parents and other teachers concerning growth and achievement.
- Participate in school-wide efforts to provide adequate supervision in all school spaces.
- Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
- Address personal biases that may prevent equal treatment of all students in the school or classroom setting.

All District counselors are expected to:

- Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity, gender expression or sex.
- Know school policies and rules and enforce them in a fair and consistent manner.
- Assist students in coping with peer pressure and emerging personal, social, and emotional problems.
- Be familiar with the Code of Conduct.
- Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, to resolve problems.
- Regularly review with students their educational progress and career plans.
- Maintain confidentiality in accordance with federal and state law.
- Provide information to assist students with career planning.
- Encourage students to benefit from the curriculum and extracurricular programs.
- Make known to students and families the resources in the community that are available to meet their needs.
- Participate in school-wide efforts to provide adequate supervision in all school spaces.
- Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
- Address personal biases that may prevent equal treatment of all students.

All other school personnel are expected to:

- Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity, gender expression or sex.
- Maintain confidentiality in accordance with federal and state law
- Know school policies and rules and enforce them in a fair and consistent manner.
- Be familiar with the Code of Conduct.
- Help students understand the district's expectations for maintaining a safe and orderly environment.
- Participate in school-wide efforts to provide adequate supervision in all school spaces.
- Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
- Address personal biases that may prevent equal treatment of all students.

All District principals/administrators are expected to:

- Promote a safe, orderly, and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity, gender expression or sex.
- Ensure that students and staff have the opportunity to communicate regularly with the principal/administrators and have access to the principal/administrators for redress of grievances.
- Know school policies and rules and enforce them in a fair and consistent manner.
- Be familiar with the Code of Conduct.
- Maintain confidentiality in accordance with federal and state law.
- Evaluate on a regular basis all instructional programs to ensure inclusion of civility education in the curriculum.
- Support the development of and student participation in appropriate extracurricular activities.
- Provide support in the development of the Code of Conduct, when called upon. Disseminate the Code of Conduct and anti-harassment policies.
- Be responsible for enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.

- Participate in school-wide efforts to provide adequate supervision in all school spaces.
- Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
- Address personal biases that may prevent equal treatment of all students and staff.

The Dignity Act coordinator(s) is expected to:

- Promote a safe, orderly, and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity, gender expression or sex. Know school policies and rules and enforce them in a fair and consistent manner.
- Oversee and coordinate the work of the district-wide and building-level bullying prevention committee
- Identify curricular resources that support infusing civility in classroom instruction and classroom management; and provide guidance to staff as to how to access and implement those resources.
- Be responsible for monitoring and reporting on the effectiveness of the district's bullying prevention policy.
- Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
- Address personal biases that may prevent equal treatment of all students and staff.

The Superintendent is expected to:

- Promote a safe, orderly, and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity, gender expression or sex.
- Inform the Board about educational trends relating to student discipline.
- Review with District administrators the policies of the Board of Education and state and federal laws relating to school operations and management.
- Be familiar with the Code of Conduct.
- Know school policies and rules and enforce them in a fair and consistent manner.
- Maintain confidentiality in accordance with federal and state law.
- Work to create instructional programs that minimize incidence of misconduct and are sensitive to student and teacher needs.
- Work with District administrators in enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.
- Participate in school-wide efforts to provide adequate supervision in all school spaces.
- Address issues of harassment or any situation that threatens the emotional or physical health of safety of any student, school employee, or any person who is lawfully on school property or at a school function.
- Address personal biases that may prevent equal treatment of all students and staff.

Members of the Board of Education are expected to:

- Promote a safe, orderly, and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity, gender expression or sex.
- Maintain confidentiality in accordance with federal and state law.
- Develop and recommend a budget that provides programs and activities that support achievement of the goals of the Code of conduct.
- Collaborate with student, teacher, administrator, parent organizations, school safety personnel and other school personnel to develop a Code of Conduct that clearly defines expectations for the conduct of students, District personnel and visitors on school property and at school functions.
- Adopt and review at least annually the District's Code of Conduct to evaluate the Code's effectiveness and the fairness and consistency of its implementation.
- Lead by example by conducting Board meetings in a professional, respectful, courteous manner as well as in accordance with all applicable laws and/or New York State Regulations.
- Address issues of harassment or any situation that threatens the emotional or physical health or safety of any students, school employee, or any person who is lawfully on school property or at a school function.
- Address personal biases that may prevent equal treatment of all students and staff.

Students' Rights and Responsibilities

The district is committed to safeguarding the rights given to all students under federal and state law and District policy. In addition, to promote a safe, healthy, orderly, and supportive school environment, the district has established the following student rights and responsibilities.

Students Rights

- Each student under the age of 21 has the right to take part in all District activities and education regardless of race, color, weight, national origin, ethnic group, economic status, religion, religious practice, disability, sexual orientation, gender, gender identity, gender expression or sex and the responsibility not to interfere with or threaten the education of others.
- Edmeston Central School students have the right to access school policies, regulations, and rules and, when necessary, receive an explanation of those rules and seek changes in District policies and regulations in an orderly fashion through discussions with the administrative staff.
- Edmeston Central School students will have the right to present their version of relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
- Under the Family Educational Rights and Privacy Act (FERPA), parents, and students who are over 18 years of age, have the right to inspect and review the student's educational records and have the right to request the amendment of the student's education records they believe to be inaccurate or misleading. They also have the right to consent to disclosure of personally identifiable information in a student's education record, except to the extent that FERPA authorizes disclosure without consent. More information regarding FERPA rights and procedures is described in the Board of Education Policy 26.
- As a rule, information received by teachers and other school officials is not privileged (except for provisions of the Family Educational Rights and Privacy Act of 1974) and may be revealed by the recipient of such knowledge whenever he or she feels that it is appropriate to do so. However, some communications made in connection with drug or alcohol abuse prevention programs may be kept confidential. A student who is concerned about the confidentiality of communications he/she makes to staff members should ask the staff member in advance whether the information could be kept confidential.

Students Responsibilities

All District students have the responsibility to:

- Be familiar with and abide by District policies, rules and regulations dealing with student conduct.
- Contribute to maintaining a safe, supportive, and orderly school environment that is conducive to learning. Show respect to other persons and to property.
- Refrain from interfering with or threatening the education or rights of others.
- Attend school every day unless they are excused and be in class, on time and prepared to learn.
- Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
- React to direction given by teachers, administrators, and other school personnel in a respectful, positive manner.
- Ask questions when they do not understand.
- Seek help in solving problems that might lead to discipline.
- Dress appropriately for school and school functions, as defined in the Student Dress Code.
- Accept responsibility for their actions.
- Conduct themselves appropriately as representatives of the district when participating in or attending school functions.
- Respect one another and treat each other fairly and civilly in accordance with the District Code of Conduct and provisions of the Dignity for All Students Act, including the responsibility to conduct themselves in a manner that fosters an environment free from intimidation, harassment, or discrimination.

Prohibited Student Conduct

The Board expects all students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, District personnel and other members of the school community and for the care of school facilities and equipment.

The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. District personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on educating students, so they may grow in self-discipline.

The Board recognizes the need to make its expectations for student conduct while on school property or engaged in a school function specific and clear. The rules of conduct that follow are intended to do that and focus on safety and respect for the rights and property of others. Students who do not accept responsibility for their own behavior and who violate these school rules will be required to accept the penalties for their conduct.

Situations in which students may be subject to disciplinary action:

Engage in conduct that is disorderly. Examples of disorderly conduct include, but are not limited to:

- Running in hallways.
- Making unreasonable noise.
- Using language (verbal or written) or gestures that are profane, lewd, vulgar, or abusive.
- Obstructing vehicular or pedestrian traffic.
- Engaging in any willful act that disrupts the normal operation of the school community.
- Trespassing.
- Entering any school office or school building, other than the one they regularly attend, without permission from the faculty member in charge.
- Entering a building/facility after regular hours or using any facility for anything other than its intended purpose.
- Misusing computer/electronic communications, including any unauthorized use of computers, software, or Internet/intranet account; accessing inappropriate Web sites; or any other violation of the school District's Acceptable Use Policy (See Policy 93).

Engaging in conduct that is insubordinate and/or disruptive to student learning or teacher instruction. Examples of insubordinate and/or disruptive conduct include but are not limited to:

- Failing to comply with the reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespect.
- Arriving late for, missing, or leaving school without permission.
- Skipping detention.
- Inappropriate public sexual contact.
- Display or use of personal electronic devices, such as, but not limited to, cell phones, iPods, and digital cameras, in a manner that is in violation of District policy.

Engage in conduct that is violent or threatening. Examples of violent or threatening conduct include, but are not limited to:

- Committing, threatening, or attempting an act of violence (such as hitting, kicking, punching, spitting, and scratching) against a teacher, administrator, and other school employee or against another student or any other person on school property or at a school function, or attempting to do so.
- Engaging in harassing conduct, verbal/written threats, intimidation, or abuse that reasonably causes or would reasonably be expected to cause a person to fear for his or her physical well-being.
- Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function.
- Displaying what appears to be a weapon.
- Threatening to use any weapon, or any object as a weapon.
- Intentionally damaging or destroying the personal property of a student, teacher, administrator, other District employee or any person.
- Intentionally damaging or destroying school District property.

Engage in any conduct that endangers the safety, morals, physical or mental health or welfare of others. Examples of such conduct include but are not limited to:

- Lying to school District personnel.
- Subjecting other students, school personnel or any other person lawfully on school property or attending a school function to danger by recklessly engaging in conduct that creates a substantial risk of physical injury.

- Stealing the property of other students, school personnel or any other person on school property or while attending a school function.
- Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them.
- Discrimination, which includes the use of race, color, gender, gender identity, gender expression, sex, religion, ethnic group, national origin, economic status, sexual orientation, weight, or disability as a basis for treating another in a negative manner.
- Harassment, which includes a sufficiently severe action or persistently pervasive pattern of actions or statements directed at an identifiable individual or group that are intended to be, or which a reasonable person would perceive as, ridiculing or demeaning. Harassment is also the creation of a hostile environment. (See Policy 86.)
- Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.
- Bullying, which may be a hostile activity that harms or induces fear through the threat of further aggression and/or creates terror. (See Policy 86.)
- Cyberbullying or cyberthreats (see Policy 86), and other inappropriate acts using technology.
- Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any school-sponsored activity, organization, club, or team.
- Physically detaining or restraining any other person.
- Downloading, selling, using, or possessing obscene material.
- Using vulgar or abusive language, cursing, or swearing.
- Smoking a cigarette, e-cigarette, vaporized liquid nicotine, cigar, pipe or using chewing or smokeless tobacco.
- Possessing, consuming, selling, or attempting to sell, distributing, or exchanging alcoholic beverages or illegal substances or being under the influence of either. "Illegal substances" include, but are not limited to, inhalants, marijuana, synthetic cannabinoids, cannabis, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs and any substances commonly referred to as "designer drugs."
- Possessing, consuming, selling, distributing, or exchanging prescription and over-the-counter drugs.
- Gambling.
- Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.
- Initiating a report warning of fire, bomb threat or other catastrophe without valid cause, misuse of 911 or discharging a fire extinguisher.
- Sexual Harassment: a severe action or a persistent, pervasive pattern of actions or statements directed at an identifiable individual or group that is intended to be or that a reasonable person would perceive as ridiculing or demeaning based on real or perceived gender and sexual orientation.
- Engage in misconduct while on a school bus. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior.
- Engaging in any form of academic misconduct.
- Engaging in off-campus misconduct that interferes with, or can reasonably be expected to substantially disrupt, the education process in the school or at a school function. Examples of such misconduct include, but are not limited to:
 - Threatening or harassing students or school personnel over the phone or other electronic medium.
 - If you are seen smoking/chewing tobacco or vaping, while off-campus during "open lunch".

Engage in Academic Integrity

Academic integrity governs the way in which a student writes, performs research, and fulfills the responsibilities of learning in a positive and constructive manner at the district. It is founded on the principles of respect for knowledge, truth, scholarship and acting with honesty. These principles and values are the foundation of learning. The purpose of this section of the Code of Conduct is to outline the school District's expectations regarding academic integrity.

Definitions

- Academic dishonesty/misconduct includes but is not limited to cheating, fabrication, plagiarism, altering records, copying, and facilitating dishonesty. Appropriate sanctions may be imposed on any student who has committed an act of academic dishonesty.
- Academic dishonesty is the attempt to secure unfair advantage for oneself or another in any academic exercise.

The following is an extensive, though not exhaustive, list of actions that are academically dishonest.

- *Cheating is the use or attempted use of deception, fraud and/or misrepresentation of one's academic work. This includes, but is not limited to:*
 - copying answers from another student.
 - using books, notes, conversations with others.
 - using calculators, cell phones and other electronic devices or any other type of external assistance during an examination or other academic exercise without the permission of the instructor.
 - collaborating with others on homework, lab reports, computer programs, or other academic assignments without the permission of the instructor.
 - obtaining the answers to or a copy of an examination prior to its administration.
- *Fabrication is the falsification or invention of any information or citation in any academic exercise. This includes, but is not limited to:*
 - using "invented" information in any laboratory experiment or other academic exercise of research without permission of the teacher.
 - altering and resubmitting returned academic work without permission of the teacher.
 - misrepresenting the actual source from which information is cited (such as citing a quote from a book review as though it came from the original work).
- *Plagiarism is the representation of the words or ideas of another as one's own work in any academic exercise. This includes, but is not limited to:*
 - failing to properly identify direct quotations by quotation marks or appropriate indentation and formal citation.
 - failing to acknowledge and properly cite paraphrasing or summarizing material from another source.
 - failing to acknowledge and properly cite information obtained from the Internet or other electronic media as well as other sources.
 - submitting term papers written by another, including those obtained from commercial term paper companies or the Internet.
- *Facilitating dishonesty is knowingly helping or attempting to help another commit any act of academic dishonesty. This includes, but is not limited to:*
 - substituting for another person in an examination.
 - allowing another to copy one's work in an examination or other academic exercise.
- *Other prohibited actions:*
 - submitting all or substantial portions of the same work to fulfill the requirements for more than one course without the prior permission of the instructor(s).
 - self-plagiarizing, forging or otherwise altering grades, transcripts, course withdrawal forms, or another academic document.
 - illegally accessing a computer drive, network folder, etc.
 - stealing or destroying the academic work of another, such as a computer disk, external storage drive, term paper or notebook.

Consequences and Sanction for Violations of Academic Integrity

- A student implicated in any of the above will be given a grade of zero on the assignment. The teacher will notify the parents, and the student will be placed on formal academic probation for the remainder of his/her school career. A second incident of cheating will result in a note being placed in the student's academic file.

- If teachers or staff members observe any form of cheating for any reason during a quiz, test, or exam, they will immediately pick up the test. No student may leave the examination room prior to the stated exam release time. Violation of these or any other testing procedures or rules announced by the proctor at the start of the examination will result in a grade of zero on the exam. Appeals must be made through the school principal.

Procedures for Addressing Student Misconduct & Violations of the Code of Conduct

Discipline is most effective when it deals directly with the problem at the time and place it occurs and in a way that students view as fair and impartial. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following:

- The student's age.
- The nature of the offense and the circumstances that led to the offense.
- The student's prior disciplinary record.
- The appropriateness of other forms of discipline.
- Information from parents, teachers, staff and/or others, as appropriate.
- Other extenuating circumstances

As a rule, discipline will be progressive, meaning that a student's first violation will usually merit a lighter penalty than subsequent violations. However, school personnel may impose a more severe penalty for a first violation depending on the specific facts and circumstances of the incident.

The building principal or designee will consult with the appropriate local law enforcement agency regarding violations that constitute a crime. Notification will be made by telephone, followed by a letter mailed on the same day as the telephone call is made. The notification must identify the student and explain the conduct that violated the Code of Conduct and constituted a crime.

If the conduct of a student is related to a disability or suspected disability, the students shall be referred to the Committee on Special Education, when required by law. Discipline, if warranted, shall be administered consistent with the separate requirements of this Code of Conduct for disciplining students with a disability or presumed to have a disability. A student identified as having a disability shall not be disciplined for behavior related to his/her disability, except to the extent permitted by law.

Any weapon, alcohol or illegal substance found shall be confiscated immediately, if possible, followed by notification to the parent of the student involved. Appropriate disciplinary sanction may be imposed, if warranted, which may include permanent suspension and referral for prosecution.

Reporting Violations

- All students are expected to promptly report violations of the Code of Conduct to any staff member or administrator.
- Any student observing another student possessing a weapon, alcohol, or illegal substance on school property or at a school function shall report this information immediately to any staff member or administrator.
- All School District personnel who are authorized to impose disciplinary sanctions are expected to do so in a prompt, fair and lawful manner. School District personnel who are not authorized to impose disciplinary sanctions are expected to promptly report violations of the Code of Conduct to their supervisor, who shall in turn impose an appropriate disciplinary sanction, if so authorized, or refer the matter to a staff member who is authorized to impose an appropriate sanction.
- Any student observing a student being harassed or discriminated against by another student or a staff member shall report this information immediately to a teacher, the Principal, the Principal's designee, the Superintendent of Schools, or the Dignity Act Coordinator.
- Staff who know or reasonably should know of possible harassment or discrimination must take immediate and appropriate action to report the incident to the Principal, the Principal's designee, the Superintendent of schools or the Dignity Act Coordinator. Following the report, the district shall investigate or otherwise determine what occurred and should take prompt and effective steps reasonably calculated to end the harassment or discrimination, eliminate any hostile environment, and prevent the conduct from reoccurring.

Intervention for Harassment and Discrimination

Intervention by knowledgeable and trained individuals is an important step in preventing escalation of harassment and discrimination and may lead to resolution of issues at an early stage. Staff intervention towards incidents of discrimination and harassment will emphasize measured, balanced and age-appropriate responses to the discrimination and harassment of students by students and/or employees.

Successful intervention may involve remedial measures. Remedial responses to bullying and harassment include measures designed to correct the problem behavior, prevent another occurrence of the behavior, and protect the target of the act. Remediation may be targeted to the individual(s) involved in the harassing or discriminatory behavior or may include environmental approaches which are targeted to the school or district as a whole. Individual-focused remedial measures may include but are not limited to peer support groups; corrective instruction or other learning or service experience; supportive interventions; behavioral assessment or evaluation; behavioral management plans with closely monitored benchmarks; student counseling and parent conferences. Environmental remediation strategies may include supervisory systems that empower school staff with prevention and intervention tools to address incidents of bullying and harassment; strategies for determining the conditions contributing to discriminatory behaviors; adoption of research-based, systemic harassment prevention programs; modification of schedules; adjustment in hallway traffic and other student routes of travel; targeted use of monitors; staff professional development; parent conferences; involvement of parent-teacher organizations and peer support groups.

In addition to addressing the discriminatory or harassing conduct, intervention shall also include support and assistance to the student that was the target of the harassment as well as identification of prompt and effective steps reasonably calculated to end the harassment; to eliminate any hostile environment and to prevent such conduct from reoccurring. When harassment has occurred, staff, in conjunction with the DAC, the parents and the student, as appropriate, shall review whether the student requires counseling support, accommodations or other services to remedy the effects of the harassment and, if such a need exists, shall arrange for the appropriate services, or supports. Accommodations and on-going supports provided to a target of harassment shall be reviewed, as needed, to ensure that any safety concerns have been addressed and to determine whether accommodations or supports should be continued, adjusted, or discontinued.

Retaliation Prohibited

Any act of retaliation against any person who reports or has filed a complaint of harassing or discriminatory behavior, is strictly prohibited and illegal, and therefore subject to disciplinary action. Likewise, retaliation against any person who has testified, assisted, or participated in any manner in an investigation, proceeding, or hearing of a harassment or discrimination complaint is prohibited. For purposes of this policy, retaliation includes but is not limited to verbal or physical threats, intimidation, ridicule, bribes, destruction of property, spreading rumors, stalking, harassing phone calls, and any other form of harassment. Any person who retaliates is subject to immediate disciplinary action, up to and including suspension.

Where incidents involve violations of civil rights, the victim and the alleged perpetrator have the right to be represented by a person of their choice, at their own expense, during investigations and hearings. In addition, victims have the right to register complaints with the U.S. Department of Education's Office for Civil Rights.

Employee victims also have the right to register complaints with the Federal Equal Employment Opportunity Commission and the New York State Division of Human Rights. Nothing in these regulations shall be construed to limit the right of the complainant to file a lawsuit in either state or federal court.

Consequences and Sanctions

Students who are found to have violated the District's Code of Conduct may be subject to penalty, either alone or in combination. The following list provides examples of such penalties:

- (1) Oral warning
- (2) Written warning
- (3) Written notification to parents
- (4) Detention or academic detention make-up
- (5) Suspension from transportation
- (6) Suspension from athletic participation
- (7) Suspension from social or extracurricular activities
- (8) Suspension of other privileges
- (9) In-school suspension
- (10) Reduction in assigned grade
- (11) Removal from classroom by teacher
- (12) Short-term suspension from school
- (13) Long-term suspension from school
- (14) Permanent suspension from school

Each penalty will be imposed consistent with the student's right to due process. Students found guilty of harassment or discrimination may be referred for counseling.

Level I Infractions

Any misbehavior that represents an infraction of the established procedures that regulate the operation of the school, and its educational process is considered a Level I infraction.

Examples include, but are not limited to:

- Dress code violations.
- Failure to complete homework/coursework.
- Unprepared for physical education.
- Inappropriate behavior in school, including on the bus and during lunch, recess, school assemblies, and other school sponsored events or activities.
- Swearing/inappropriate language.
- Use of unapproved electronic devices (those with no educational purpose) such as cell phones, iPods, iPads, tablets, video games, laptops, health tracking devices, Smart watches, or laser pointers.
- Buying/selling items without prior approval of school District official.
- Abuse of student privileges.
- Minor class disruptions.
- Failure of student leader (such as, but not limited to, safety patrol, student government representative, athletic team leaders, class officer) to exemplify positive student behavior.
- Tardiness.
- Class cutting/leaving class without permission.
- Unexcused absence/truancy.
- Cheating/plagiarism.
- Insubordination.

Level I Consequences

Building principal or designee may choose one or more of the following consequences and are not limited from using more severe consequences.

- Loss of privileges (such as, but not limited to, parking, participation in student activities and events and attending after school activities.)
- Counseling.
- Detention.
- Parent contact/conference.
- Verbal reprimand.
- Confiscation of electronic devices.
- Removal, replacement or covering of item that violates dress code.
- Loss of student leadership position.

- Internal School Suspension
- Restricted Study Hall.

Level II Infractions

Any misbehavior whose frequency and/or seriousness disrupts the educational process or poses a threat to the health and safety of others is considered a Level II infraction. These infractions may be reported to the NYS Education Department as violent and disruptive incidents. These include, but are not limited to:

- Recurring or serious Level I infractions.
- Harassing/bullying/cyberbullying and cyberthreats/menacing.
- Physically aggressive behavior.
- Cutting detention.
- Physical altercation.
- Inappropriate use of computer or Internet access.
- Vandalism totaling less than \$100.
- Possession, use, sale or distribution of tobacco products or alcohol.
- Gambling

Level II Consequences

Building principal or designee may choose one or more of the following consequences and are not limited from using more severe consequences.

- Continuation of Level I consequences.
- In-school suspension.
- Suspension from recess.
- Suspension from lunch.
- Removal from class.
- Off-Campus Intervention Program.
- External suspension.
- Suspension from transportation.
- Loss of computer or Internet privileges.
- Restitution.
- Principal's hearing.
- Filing of a Person in Need of Supervision (PINS) Petition.

Level III Infractions

Any misbehavior that poses an immediate threat to the health and safety of self or others in school and may require police intervention is considered a Level III infraction. These infractions are reported to the NYS Education Department as violent and disruptive incidents. These include, but are not limited to:

- Recurring or serious Level I or II infractions.
- Assault resulting in physical injury/serious physical injury.
- Vandalism totaling more than \$100.
- Possession, use or threatened use of a weapon.
- Possession, use, sale or distribution of illegal drugs or unauthorized prescription drugs.
- Possession, use, sale of (cannabis) marijuana.
- Burglary.
- Arson.
- Bomb threat/false fire alarm/false 911 call.
- Homicide.
- Sexual offenses (forcible and other).
- Robbery.
- Kidnapping.
- Reckless endangerment.
- Larceny.
- Rioting.
- Possession of fireworks.
- Extortion.
- Hazing.
- Trespassing

Level III Consequences

Building principal or designee may choose one or more of the following consequences and are not limited from using more severe consequences.

- Continuation of Level I or II consequences.
- External suspension.
- Superintendent's hearing.
- Exclusion from school.

Procedures

The amount of due process a student is entitled to receive before a penalty is imposed depends on the penalty being imposed. In all cases, regardless of the penalty imposed, the school personnel authorized to impose the penalty must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary penalty in connection with the imposition of the penalty.

Students who are to be given penalties other than an oral warning, written notification, or written/telephonic notification to their parents are entitled to additional rights before the penalty is imposed. These additional rights are explained below.

Detention/Academic Make-Up

After school detention will be used as a penalty for student misconduct in situations where removal from class or suspension are inappropriate. If necessary, the school will provide transportation home to all students who are required to serve such a penalty.

Suspension from Transportation

If a student does not conduct himself/herself properly on a bus, the bus driver is expected to bring such misconduct to the building administrator's attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the building administrator or the Superintendent or their designees. In such cases, the student's parents will become responsible for seeing that his or her child gets to and from school safely. Should the suspension from transportation amount to a suspension from attendance, the district will make appropriate arrangements to provide for the student's education.

For purposes of this section, examples of bus misconduct include, but are not limited to, roughhousing at a bus stop, bringing prohibited items onto a bus (i.e., skateboard, animals, flammable materials of any kind, medications that contain controlled substances and weapons of any kind), making threatening gestures and/or comments, disregarding the instructions of the driver, swearing or using inappropriate language, eating, drinking, or smoking on the school bus, damaging or vandalizing any part of a school bus, fighting, pushing or shoving, standing while the bus is moving, or failing to keep head, hands and feet inside the bus at all times.

A student subjected to a suspension from transportation is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the building administrator or designee to discuss the conduct and the penalty involved.

Suspension from athletic participation, extracurricular activities, and other privileges

A student subjected to suspension from athletic participation, extra-curricular activities or other privileges is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the building administrator or designee to discuss the conduct and the penalty involved.

In-school suspension

The board recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the board authorizes building administrators and the superintendent to place students who would otherwise be suspended from school as the result of a code of conduct violation in "in-school suspension."

A student subjected to an in-school suspension is not entitled to a full hearing pursuant to Education Law S3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the building administrator or designee to discuss the conduct and the penalty involved.

Teacher disciplinary removal of disruptive students

A disruptive student is a student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. A substantial disruption of the educational process or substantial interference with a teacher's authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules.

A classroom teacher may remove a disruptive student for three days. The removal from class applies to the class of the removing teacher only.

In most instances the classroom teacher can control a student's behavior and maintain a positive classroom atmosphere by employing sound classroom management techniques and engaging students in learning.

Classroom management techniques include but are not limited to the following: (1) Take-a-Break (TAB) Pass; (2) sending a student to a school counselor; or (3) sending a student to an administrator's office. Time-honored classroom management techniques such as these do not constitute disciplinary removal for purposes of this code. It is also highly suggested that classroom teachers employ the following corrective techniques before a removal occurs:

- (1) Employment of a classroom management plan
- (2) Documentation
- (3) Parental contact must be done by teacher
- (4) Contact with building administrator

If a removal occurs, the following must take place:

- The teacher must provide the student with an explanation of why he or she is being removed and an opportunity to explain his or her version of the relevant events before the student is removed. Only after the informal discussion may a teacher remove a student from class.
- The teacher must complete a disciplinary removal form and meet with the principal or his or her designee as soon as possible, but no later than the end of the school day, to explain the circumstance surrounding the removal and to present the removal form.
- Within 24-hours after the student's removal, the teacher must notify the student's parents, in writing, that the student has been removed from class and why. The notice must also inform the parents that they have the right, upon request, to meet informally with the principal or the designee to discuss the reasons for the removal.
- The written notice will be delivered by email to the last known email address for the parents. Where possible, notices will also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents.
- When possible, the principal may require the teacher who ordered the removal to attend the informal conference.
- If at the informal meeting the student denies the charges, the principal or designee must explain why the student was removed and give the student's parents an opportunity to present the student's version of the relevant events. The informal meeting must be held within 48-hours of the student's removal. The timing of the meeting may be extended by mutual agreement of the parent and principal.
- Any disruptive student removed from the classroom shall be offered continued educational programming and activities until he or she is permitted to return to the classroom.
- Each teacher will keep a complete log for all cases of removal of students from his or her class. The principal will keep a complete log of all students removed from class.
- Removal of a student with a disability can occur only after the teacher verifies with the Director of Special Education, that the removal will not violate the student's rights under state or federal law or regulation.

The principal or designee may overturn a removal at any point between receiving the referral form issued by the teacher and the close of the business day following the 48-hour period for the informal conference if a conference is requested. The principal or designee may overturn the removal of the student from class if the principal finds any one of the following:

- (1) The charges against the student are not supported by substantial evidence.
- (2) The student's removal is otherwise in violation of law, including the district's code of conduct.
- (3) The conduct warrants suspension from school pursuant to Education Law 3214 and a suspension will be imposed.

If the student poses a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately. The teacher must, however, explain to the student why he or she is being removed from the classroom and give the student a chance to present his or her version of the relevant events within 24-hours.

Suspension from School

Suspension from school is a severe penalty, which may be imposed only upon students who are insubordinate, disorderly, violent, or disruptive, or whose conduct otherwise endangers the safety, morals, health, or welfare of others. The Board retains its authority to suspend, yet places responsibility for the suspension of students with the Superintendent and the building principals. These students are not allowed to attend school or be on school property without permission.

Short-term suspension from school (5 days or less):

When the Superintendent or principal (referred to as the "suspending authority") proposes to suspend a student charged with misconduct for five days or less days pursuant to Education Law S3214 (3), the suspending authority must immediately notify the student orally. If the student denies the misconduct, the suspending authority must provide an explanation of the basis for the proposed suspension. The suspending authority must also notify the student's parents in writing that the student may be suspended from school. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension at the last known address of the parent. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents.

The notice shall provide a description of the charges against the student and the incident for which suspension is proposed and shall inform the parents of the right to request an immediate informal conference with the principal. Both the notice and the informal conference shall be in the dominant language or mode of communication used by the parents. The notice and opportunity for an informal conference shall take place before the student is suspended unless the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process. If the student's presence does pose such danger or threat of disruption, the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable.

After the conference the principal shall promptly advise the parents in writing of his or her decision. The principal shall advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the superintendent within five business days, unless they can show extraordinary circumstances precluding them from doing so. If the student's presence in school poses an ongoing threat of disruption, the student will remain on suspension throughout the appeal process. The Superintendent shall issue a written decision regarding the appeal within 10 business days of receiving the appeal. If the parents are not satisfied with the superintendent's decision, they must file a written appeal to the District Clerk of the Board of Education within 10 business days of the date of the superintendents' decision, unless they can show extraordinary circumstances precluding them from doing so. Only final decisions of the Board may be appealed to the Commissioner within 30 days of the decision.

Long-term suspension from school (more than 5 days):

When the superintendent determines that a suspension for more than five days may be warranted, he or she shall give reasonable notice to the student and the student's parents of their rights to a fair hearing. At the hearing the student shall have the right to be represented by counsel, the right to question witnesses against him or her and the right to present evidence on his or her behalf.

The Superintendent or principal shall personally hear and determine the proceeding or may, in his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceedings before him or her. A record of the hearing shall be maintained, but no stenographic transcript shall be required. A tape recording shall be deemed a satisfactory record. The

hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the Superintendent. The report of the hearing officer shall be advisory only, and the Superintendent may accept all or any part thereof.

An appeal of the decision of the Superintendent may be made to the Board which will make its decision based solely upon the record before it. All appeals to the Board must be in writing and submitted to the district clerk within 10 business days of the date of the Superintendent's decision, unless the parents can show extraordinary circumstances precluded them from doing so. The Board may adopt in whole or in part the decision of the superintendent. Final decisions of the Board may be appealed to the Commissioner within 30 days of the decision.

Permanent Suspension:

Permanent suspension is reserved for extraordinary circumstances such as where a student's conduct poses a life-threatening danger to the safety and well-being of other students, school personnel or any other person lawfully on school property or attending a school function. Permanent suspension will be in compliance with section 3214 of the Education Law and will be determined through a superintendent's hearing.

Minimum Periods of Suspension:

Students who bring a weapon to school:

Any student, other than a student with a disability, found guilty of bringing a weapon onto school property will be subject to suspension from school for at least one calendar year. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law S3214. The Superintendent has the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent may consider the following:

- (1) The student's age.
- (2) The student's grade in school.
- (3) The student's prior disciplinary record.
- (4) The superintendent's belief that other forms of discipline may be more effective.
- (5) Input from parent, teachers and/or others.
- (6) Other extenuating circumstances.

A student with a disability may be suspended only in accordance with the requirements of state and federal law.

Students who commit violent acts other than bringing a weapon to school:

Any Student, other than a student with a disability, who is found to have committed a violent act, other than bringing a weapon on school district property, shall be subjected to suspension from school for at least 5 days. If the proposed penalty is the minimum three-day suspension, the student and the student's parents will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds a five-day suspension, the student and the student's parents will be given the same notice and opportunity for a hearing given to all students subject to long-term suspension. The superintendent has the right to modify the minimum three-day suspension on a case-by-case basis.

Alternate Instruction

When a student of any age is removed from class by a teacher or a student of compulsory attendance age is suspended from school pursuant to Education Law §3214, the district will take immediate steps to provide alternative means of instruction for the student.

Referrals

(1) PINS Petitions

The district may file a PINS (Person in Need of Supervision) petition in Family Court on any student under the age of 18 who demonstrates that he or she requires treatment by:

- Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.
- Engaging in an ongoing or continual course of conduct which makes the student ungovernable, or habitually disobedient and beyond the lawful control of the school.
- Knowingly and unlawfully possesses marijuana in violation of Penal Law §221.05. A single violation of §221.05 will be a sufficient basis for filing a PINS petition.

(2) Juvenile Delinquents and Juvenile offenders

The Superintendent is required to refer the following students to the County Attorney for a Juvenile Delinquency proceeding before the Family Court:

- Any student under the age of 16 who is found to have brought a weapon to school.
- Any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law S 1.20 (42).
- The superintendent is required to refer students' age 16 or older or any student 14 or 15 years old who qualifies for juvenile offender status to the appropriate law enforcement agency.

Discipline of Student with Disabilities

The board recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. The board also recognizes that students with disabilities enjoy certain procedural protection whenever school authorities intend to impose discipline upon them. The Board is committed to ensuring that the procedures followed for suspending, removing or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations.

This code of conduct affords students with disabilities subject to disciplinary action no greater or lesser rights than those expressly afforded by applicable federal and state law and regulations.

A. Authorized Suspensions or removals of Students with Disabilities

1. For the purpose of this section of the code of conduct, the following definitions apply. A "suspension" means a suspension pursuant to Education Law S 3214. A "removal" means a removal for disciplinary reasons from the student's current educational placement other than a suspension and change in placement to an interim alternative educational setting (IAES) ordered by an impartial hearing officer because the student poses a risk of harm to himself or herself or others. An "IAES" means a temporary educational placement for a period of up to 45 days, other than the student's current placement at the time the behavior precipitating the IAES placement occurred, that enables the student to continue to progress in general curriculum, although in another setting, to continue to receive those services and modifications, including those described on the student's current individualized education program (IEP), that will enable the student to meet the goals set out in such IEP, and include services and modifications to address the behavior which precipitated the IAES placement that are designed to prevent the behavior from recurring.
2. School personnel may order the suspension or removal of a student with a disability from his or her current educational placement as follows:
 - a. The Board, the District (BOCES) Superintendent of schools or a building principal may order the placement of a student with disabilities into an IAES, another setting or suspension for a period not to exceed five consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.
 - b. The Superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, if the superintendent determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.
 - c. The Superintendent may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, if those removals do not constitute a change of placement
 - d. The Superintendent may order the placement of a student with a disability in an IAES to be determined by the committee on special education (CSE), for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 days, if the student has inflicted serious bodily injury as defined in Section 201.2 (m) of Part 200 regulation, upon another person while at school, on school premises or at a school function under the jurisdiction of the school, carries or possesses a weapon to school or to a school function, or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.
 - "weapons" means the same as "dangerous weapon" under 18 U.S.C. S 930 (g) (w) which includes "a weapon, device, instrument, material or substance, animate or inanimate, that is

- used for, or is readily capable of causing death or serious bodily injury, except... (for) a pocketknife with a blade of less than 2 ½ inches in length.
- “Controlled substance” means a drug or other substance identified in certain provisions of the federal Controlled Substances Act specified in both federal and state law and regulations applicable to this policy.
 - “Illegal drugs” means a controlled substance except for those legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or any other federal law.

Subject to specified conditions required by both federal and state law and regulations, an impartial hearing officer may order the placement of a student with a disability in an IEAS setting for up to 45 days at a time, if maintaining the student in his or her current educational placement poses a risk of harm to the student or others.

B. Change of Placement Rule

1. A disciplinary change in placement means a suspension or removal from a student’s current educational placement that is either:
 - a. for more than 10 consecutive school days; or
 - b. for a period of 10 consecutive days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year and because of such factors as the length of each suspension or removal, the total amount of time the student is removed and the proximity of the suspensions or removals to one another.
2. School personnel may not suspend or remove a student with disabilities if imposition of the suspension or removal would result in a disciplinary change in placement based on a pattern of suspension or removal. However, the district may impose a suspension or removal, which would otherwise result in a disciplinary change in placement, based on a pattern of suspension or removals if the CSE has determined that the behavior was not a manifestation of the student’s disability, or the student is placed in an IAES for behavior involving inflicting serious bodily injury, weapons, illegal drugs, or controlled substances.

C. Special Rules Regarding the Suspension or Removal of Students with Disabilities

1. The district’s Committee on Special Education shall:
 - a. Conduct functional behavioral assessments to determine why a student engages in a particular behavior, and develop or review behavioral intervention plans whenever the district is first suspending or removing a student with a disability for more than 10 school days in a school year or imposing a suspension or removal that constitutes a disciplinary change in placement, including a change in placement to an IAES for misconduct involving inflicting serious bodily injury, weapons, illegal drugs or controlled substances.

If subsequently, a student with a disability who has a behavioral intervention plan and who has been suspended or removed from his or her current educational placement for more than 10 school days in a school year is subjected to suspension or removal that does not constitute a disciplinary change in placement, the members of the CSE shall review the behavioral intervention plan and its implementation to determine if modifications are necessary.

If one or more members of the CSE believe that modifications are needed, the school district shall convene a meeting of the CSE to modify such plan and its implementation, to the extent the committee determines necessary.

- b. Conduct a manifestation determination review of the relationship between the student’s disability and the behavior subject to disciplinary action whenever a decision is made to place a student in an IAES either for misconduct involving inflicting serious bodily injury, weapons, illegal drugs or controlled substances or because maintaining the student in his current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension that constitutes a disciplinary change in placement.
2. The parents of a student who is facing disciplinary action, but who has not been determined to be eligible for services under IDEA and Article 89 at the time of misconduct, shall have the right to invoke applicable procedural safeguards set forth in federal and state law and regulations if, in accordance with

federal and state statutory and regulatory criteria, the school district is deemed to have had the knowledge that their child was a student with a disability before the behavior precipitating disciplinary action occurred. If the district is deemed to have had such knowledge, the student will be considered a student presumed to have a disability for discipline purposes.

- a. The Superintendent, building principal or other school official imposing a suspension or removal shall be responsible for determining whether the student is a student presumed to have a disability.
- b. A student will not be considered a student presumed to have a disability for discipline purpose if, upon receipt of information supporting a claim that the district had knowledge the student was a student with a disability, the district either:
 - o conducted an individual evaluation and determined that the student is not a student with a disability, or
 - o determined that an evaluation was not necessary and provided notice to the parents of such determination, in the manner required by applicable law and regulations.

If there is no basis for knowledge that the student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as any other non-disabled student who engaged in comparable behavior.

However, if a request for an individual evaluation is made while such non-disabled student is subjected to a disciplinary removal, an expedited evaluation shall be conducted and completed in the manner prescribed by applicable federal and state law and regulations. Until the expedited evaluation is completed, the non-disabled student who is not a student presumed to have a disability for discipline purposes shall remain in the educational placement determined by the district, which can include suspension.

3. The district shall provide parents with notice of disciplinary removal no later than the date on which a decision is made to change the placement of a student with a disability to an IAES for either misconduct involving inflicting serious bodily injury, weapons, illegal drugs or controlled substances or because maintaining the student in his/her current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension or removal that constitutes a disciplinary change in placement. The procedural safeguards notice prescribed by the Commissioner shall accompany the notice of disciplinary removal.
4. The parents of a student with disabilities subject to a suspension of five consecutive school days or less shall be provided with the same opportunity for an informal conference available to parents of non-disabled students under the Education Law.
5. Superintendent hearings on disciplinary charges against students with disabilities subject to a suspension of more than five school days shall be bifurcated into a guilt phase and a penalty phase in accordance with the procedures set forth in the commissioner's regulations incorporated into this code.
6. The removal of a student with disabilities other than a suspension or placement in an IAES shall be conducted in accordance with the due process procedures applicable to such removals of non-disabled students, except that school personnel may not impose such removal for more than 10 consecutive days or for a period that would result in a disciplinary change in placement, unless the CSE has determined that the behavior is not a manifestation of the student's disability.
7. During any period of suspension or removal, including placement in an IAES, students with disabilities shall be provided services as required by the Commissioner's regulations incorporated into this code.

D. Expedited Due Process Hearings

1. An expedited due process hearing shall be conducted in the manner specified by the Commissioner's regulations incorporated into this code if:
 - a. The district requests such a hearing to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in his or her current educational placement, or during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in his or her current educational placement during such proceedings.

- b. The parents request such a hearing from a determination that the student's behavior was not a manifestation of the student's disability, or relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.
 - o During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving inflicting serious bodily injury, weapons, illegal drugs or controlled substances, or on grounds of dangerousness, or regarding a determination that the behavior is not a manifestation of the student's disability for a student who has been placed in an IAES, the student shall remain in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the parents and the district agree otherwise.
 - o If school personnel propose to change the student's placement after expiration of an IAES placement, during the pendency of any proceeding to challenge the proposed change in placement, the student shall remain in the placement prior to the removal to the IAES, except where the student is again placed in an IAES.

E. Referral to law enforcement and judicial authorities.

In accordance with the provisions of IDEA and its implementing regulations:

- The district may report a crime committed by a child with a disability to appropriate authorities, and such action will not constitute a change of the student's placement.
- The superintendent shall ensure that copies of the special education and disciplinary records of a student with disabilities are transmitted for consideration to the appropriate authorities to whom a crime is reported.

Standards for Student Conduct

Attendance

- Regular attendance and punctuality are expected of students from the first day of school. Children should understand that regular school attendance is essential to their educational development and well-being. With some exceptions, every child enrolled in school is expected to be present. State law specifies that certain legal absences are permitted, of which personal illness is most common.
- Absences, tardiness, and early departures (ATED) from class or school are excused if they are due to personal illness, illness, or death in the family; impassable roads or weather; religious observance; quarantine; required court appearances; or medical appointments. All other ATEDs are considered unexcused absences.
- All ATEDs must be accounted for. It is the parent's responsibility to notify the school nurse's office on the day of the ATED and to provide a written excuse upon the student's return to school.
- Upon returning to school after an absence, each student must present to the attendance officer a written excuse that includes the date of excuse or dates of absence, reason for absence and parent signature. The school must have this information in order to comply with legal requirements. Please do not write one excuse to cover more than one child.
- Unexcused ATEDs will result in disciplinary action consistent with the Code of Conduct. Students may also be denied the privilege of participating in or attending extracurricular events. In addition, the building principal or designee will contact the student's parents. The building principal shall remind parents of the attendance policy, explain the ramifications of unexcused ATEDs, stress the importance of class attendance and discuss appropriate intervention strategies to correct the situation.
- Students who are tardy to school must report to the school nurse immediately upon arrival. The student must present an excuse signed by the parent or guardian explaining the tardiness.
- Students who fail to bring in an excuse for an absence or tardiness within three school days may be considered illegally absent and therefore may be subject to disciplinary action.
- Students who become ill during the school day MUST report to the school nurse after letting their classroom teacher know they feel sick. Students may NOT use cell phones to call their parent/guardian if they feel sick during class time. The school nurse will contact the parent/guardian and release the student from school if necessary. The student must be signed out and picked up from the nurse's office. Students can be signed out and picked up at the security booth.
- When a student needs to be dismissed early from school, a note to be dismissed early from school with the dismissal time and person picking up the student is required by the school nurse. The person picking up the student, needs to report to the nurse's office to sign the student out before they are allowed to leave. Students can be picked up and signed out at the security booth.

- Regular attendance is required during remote learning.

Health Services/Medical Policy

- If medication is to be administered during the school day, it can ONLY be administered by the school nurse or an appropriately trained staff member, if allowed. Only medication prescribed by a doctor can be administered. The parent/guardian must bring in the medication to the school nurse in the original container, along with a note from the doctor who prescribed the medication (Stating the dosage and medication is to be sent to school with a student).
- Education Law Article 19 and Regulations of the Commissioner of Education require physical examinations of public school students: Entering the school district for the first time, and in grades Pre-K or K, 1, 3, 5, 7, 9 and 11 and at any grade level by school administration, in their discretion to promote the educational interests of the students (8 NYCRR § 136.3(b)); to participate in strenuous physical activity, such as interscholastic athletics (8 NYCRR § 135.4(c)(7)(i) (e) and 136.3(a)(8)); upon student's request for an employment certificate (Education Law § 3217); and when conducting an initial evaluation or reevaluation of a student suspected of having a disability or a student with a disability (8 NYCRR § 200.4 [b]).

Concussion Management Policy

- Concussion is a mild traumatic brain injury. Concussion occurs when normal brain functioning is disrupted by a blow or jolt to the head. While district staff will exercise reasonable care to protect students, head injuries may still occur. Physical education teachers, coaches, nurses, and other appropriate staff will receive training to recognize the signs, symptoms and school sponsored class, extracurricular activity, or interscholastic athletic activity shall be removed from the game or activity and be evaluated as soon as possible by an appropriate health care professional. The school nurse will notify the student's parents or guardians and recommend appropriate monitoring to parents or guardians.
- If a student sustains a concussion at a time other than when engaged in a school-sponsored activity, the district expects the parent/legal guardian to report the condition to the school nurse so that the district can support the appropriate management of the condition.

Accidents

- Any accident in school or during after school activities must be reported immediately to those people in charge and then to the school nurse. Schools in New York State are not required to provide student accident insurance. However, Edmeston Central School does carry limited insurance on all students through Commercial Travelers. This policy is only in excess of those benefits payable under family and/or employee policy(s) and is limited to a set payment schedule. The claim is to be first filed with the parents' insurance carrier(s). The final date for submission of a claim is one year from the date of injury. Edmeston Central School does not carry liability insurance for thefts in school.

Student Inquiry and Expression

- Students are entitled to express their personal opinions verbally or in writing or by symbolic speech. The expression of such opinions, however, shall not interfere with the freedom of others to express themselves. Libel, slander, the use of obscenity and comments that disparage an individual's race, color, weight, gender, gender identity, gender expression, religion, ethnic origin, economic status, sexual orientation or disability are prohibited.
- All persons are prohibited from distributing any printed or written materials on school property or in the immediate vicinity without the prior permission of the building principal. To obtain such permission, the person wishing to distribute the material shall provide a copy to the building principal with a written request that the building principal give permission for its distribution. This written request shall contain a brief statement of when, where and how the material is to be distributed.

Student Searches and Interrogations

The Board is committed to ensuring an atmosphere on school property and at school functions that is safe and orderly. To achieve this kind of environment, any school official authorized to impose a disciplinary penalty on a student may question a student about an alleged violation of law or the district code of conduct. Students are not entitled to any sort of "Miranda"-type warning before being questioned by school officials, nor are school officials required to contact a student's parent before questioning the student. However, school officials will tell all students why they are being questioned.

In addition, the Board authorizes the Superintendent and building principals to conduct searches of the students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in the evidence that the student violated the law or the district code of conduct.

An authorized school official may conduct a search of a student's belongings that is minimally intrusive, such as touching the outside of a book bag, without reasonable suspicion, so long as the school official has a legitimate reason for the very limited search.

An authorized school official may search a student or the student's belongings based upon information received from a reliable informant. Individuals, other than the district employees, will be considered reliable informants if they have previously supplied information that was accurate and verified, or they provide the same information that is received independently from other sources, or they appear to be credible and the information they are communicating relates to an immediate threat to safety. District employees will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate.

Before searching a student or the student's belongings, the authorized school official should attempt to get the student to admit that he or she possesses physical evidence that they violated the law or the District's Code, or get the student to voluntarily consent to the search. Searches will be limited to the extent necessary to locate the evidence sought.

Whenever practicable, searches will be conducted in the privacy of administrative offices and students will be present when their possessions are being searched.

The principal, or principal's designee, shall have the authority to search a student vehicle on school property if there are reasonable grounds for suspicion of possession of substance abuse by a student.

Student Lockers, Desks, and other School Storage Places

The rules in this code of conduct regarding searches of students and their belongings do not apply to student lockers, desks, and other school storage places. Students have no reasonable expectation of privacy with respect to these places and school officials retain complete control over them. This means that student lockers, desks and other school storage places may be subject to search at any time by school officials, without prior notice to students and without their consent.

Documentation of Searches

The authorized school official conducting the search shall be responsible for promptly recording the following information about each search:

- (1) Name, age, and grade of student searched.
- (2) Reasons for the search.
- (3) Name of any informant(s).
- (4) Purpose of search (what was being sought).
- (5) Type and scope of search.
- (6) Person conducting search and title and position.
- (7) Witnesses, if any, to the search.
- (8) Time and location of the search.
- (9) Results of search (items found).
- (10) Disposition of items found.
- (11) Time, manner, and results of parental notification.

The building principal or designee shall be responsible for the custody, control, and disposition of any illegal or dangerous item taken from a student. The principal or designee shall clearly label each item taken from the student and retain control of the item(s), until the items is turned over to the police.

Police Involvement in Searches and Interrogations of Students

District officials are committed to cooperating with police officials and other law enforcement authorities to maintain a safe school environment. Police officials, however, have limited authority to interview or search students in schools or at school functions, or to use school facilities in connection with police work. Police officials, including K9

units, may enter school property or a school function to question or search a student or to conduct a formal investigation involving students only if they have:

- (1) A search warrant; or
- (2) Probable cause to believe a crime has been committed on school property or at a school function; or
- (3) Been invited by school officials

Before police officials are permitted to question or search any student under the age of 16, the building principal or designee shall first try to notify the student's parents to give them the opportunity to be present during the police questioning or search. If the student's parent cannot be contacted prior to the police questioning or search, the questioning or search will not be conducted. Students 16 or older can be questioned without a parent's consent or presence. The principal or designee will also be present during any police questioning or search of a student on school property or at a school function.

Students who are questioned by police officials on school property or at a school function will be afforded the same rights they have outside the school. This means:

- (1) They must be informed of their legal rights.
- (2) They may remain silent if they so desire.
- (3) They may request the presence of an attorney.

Child Protective Services Investigations

Consistent with the District's commitment to keep students safe from harm and the obligation of school officials to report to child protective services when they have reasonable cause to suspect that a student has been abused or maltreated, the district will cooperate with local child protective services workers who wish to conduct interviews of students on school property relating to allegations of suspected child abuse, and/or neglect, or custody investigations.

All requests by child protective services to interview a student on school property shall be made directly to the building principal or designee. The principal or designee shall set the time and place of the interview. The building principal or designee shall be present during all CPS services interviews. If the nature of the allegations is such that it may be necessary for the student to remove any of his or her clothing in order for the child protective services workers to verify the allegations, the school nurse or other district medical personnel must be present during that portion of the interview. No student may be required to remove his or her clothing in front of a child protective services worker or school district official of the opposite sex.

A child protective services worker may not remove a student from school property without a court order, unless the worker reasonably believes that the student would be subject to danger of abuse if not, he or she were not removed from school before a court order can reasonably be obtained. If the worker believes the student would be subject to danger of abuse, the worker may remove the student without a court order and without the parent's consent, following the administrator's confirmation with a DSS supervisor.

Computer and Internet Acceptable Use

Edmeston Central School District provides students with access to District computers and to the internet. Students' use of computers and access to the Internet while at school are privileges and are intended to be for educational purposes only.

All parents and students are required to review and sign the Edmeston Central School District's Computer and Internet Acceptable Use Agreement. By signing the agreement, parents and students agree to comply with the regulations set forth therein.

Failure to comply with the regulations may result in disciplinary action.

The District's Computer and Internet Acceptable Use Agreement is for educational use, and the district's regulations are not necessarily all-inclusive due to this rapidly changing field. Please refer to a copy of the Computer and Internet Acceptable Use Agreement, which can be obtained at the main office, for further details.

Student Dress Code

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance. Teachers and all other District personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting.

A student's dress, grooming and appearance, including hair, jewelry, make-up, and nails, shall:

- Be safe and appropriate and not disrupt or interfere with the educational process.
- Not include extremely brief, revealing, or see-through garments or garments that expose undergarments and/or midriffs, including spaghetti string straps, halter-tops, etc.
- Ensure that underwear is completely covered with outer clothing.
- Include footwear at all times. Footwear that is a safety hazard will not be allowed.
- Not include the wearing of hats/headgear inside the school during the school day except for a medical or religious purpose, or for approved activities.
- Not include items that are vulgar, obscene, or libelous or that denigrate others on account of race, color, weight, gender, gender identity, gender expression, religion, ethnic origin, sexual orientation, or disability in an expressed or implied manner.
- Not promote, advertise, or endorse the use of alcohol, tobacco, (cannabis) marijuana, or illegal drugs or encourage other illegal or violent activities.
- Not denigrate self or others or promote a negative student image.
- Not denote or represent gang affiliation such as bandanas, beads, jewelry, or other indicators and/or symbols intended expressly so.
- All dresses, skirts and shorts must be no shorter than fingertip length.

Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item and, if necessary or practical, replacing it with an acceptable item. The building principal or designee shall be responsible for informing all teachers, students, and their parents of the student dress code at the beginning of the school year and any revisions to the dress code made during the school year.

The building principal or designee shall be responsible for informing all students and their parents of the student dress code at the beginning of the school year and any revisions to the dress code made during the school year. Any student who refuses to do so shall be subject to discipline, up to and including in-school suspension for the day. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline, up to and including out of school suspension.

Athletic Policies and Training Rules

Participation in interscholastic athletics at Edmeston Central School is a privilege. This participation should elicit great pride among all school community members. Part of the responsibility that goes with the participation in school sports is the need to maintain satisfactory standards of behavior.

Each student-athlete receives an Interscholastic Athletic Handbook, which clearly defines the standards for student athlete behavior. It is the responsibility of each student athlete and his/her parent(s) to be familiar with the contents of this handbook.

Before a student is permitted to participate on an athletic team, both the student and parent must attend Athletic Parent Night and sign an Interscholastic Athletics Participation form and return it to the athletic director. The signatures of both the student athlete and the parent indicate that each person agrees to respect and abide by these rules and behavior expectations in order to participate in interscholastic athletics at Edmeston Central School. This form is included in the handbook and may be obtained from a coach or the athletic director. Student athletes will be disciplined by District administrators for infractions using the guidelines set forth in the Interscholastic Athletic Handbook and this Code of Conduct.

Parking

Senior students with a valid driver's license may be eligible to drive to school and park on school grounds in the parking area designated for students. All student vehicles parking on campus must be registered with the school. Students are expected to have a valid driver's license, not a driver's permit, and insurance on the day of registration. Students should be aware that student parking is a privilege, not a right, and requires adherence to school regulations. Students who continuously violate school policies and/or parking regulations may forfeit future parking privileges. Students who use the parking area without authorization may have their car towed at the owner's expense. Furthermore, seniors are to be in good standing academically and behaviorally the fourth quarter of their junior year to be eligible for this privilege. Students with three disciplinary referrals in the fourth quarter of their junior year will be ineligible for parking privileges in the fall. Any remaining parking spots may be assigned to juniors via a lottery system. Juniors must also be in good academic and behavioral standing to be eligible. The school is not responsible for damage to personal vehicles. Safe driving techniques, including reduced speed, are in effect at all

times particularly in the vicinity of pedestrians and school buses. Students must use the proper entrance and exit to all school parking lots.

Extracurricular Clubs

Student organizations cannot restrict membership on the basis of actual or perceived race, creed, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (including gender identity and gender expression). Students may not be denied participation in any activity for any reason other than those established by state, county or school eligibility requirements and those requirements legitimately related to the purpose of the activity. In order for a club or activity to officially exist it must be approved by the Board of Education. Only authorized clubs have fundraising ability.

All student meetings in the school buildings or on school grounds may function only as part of the formal education process or as authorized by the building principal. No student group may meet without the direct supervision of a school District employee. Student organizations have the responsibility to make clear to the public that their programs do not necessarily reflect the view of the institution. Use of the school or District name when participating in a public demonstration is improper unless the building principal or his/her designee has granted permission. Student organizations also have the responsibility to recognize that persons who disagree with their view and programs have the right to choose for themselves whether to listen to the groups' points of view and must not be coerced or harassed into doing so.

Dance Guidelines

It is the expectation of the district that all students will behave in an appropriate manner at all school events, as outlined in this Code of Conduct. The participation of students at school dances is also governed by the rules and regulations of this Code.

To attend school dances, students must be in good standing academically and behaviorally.

Students attending High School dances must be enrolled in grades 9 through 12 at Edmeston Central High School. Guests attending High School dances can be no older than 19 years of age and must be approved in advance by the building principal.

Students attending Middle School dances must be enrolled in grades 5 through 8 at Edmeston Central School.

Guests attending Middle School dances must be in grades 5 through 8 and be approved in advance by the building principal.

Students and guests under the influence of alcohol or drugs will be subject to the penalties of the district as outlined in this Code of Conduct. Guests of students under the influence of alcohol or drugs will be required to leave with their parent/guardian.

Prohibition of Corporal Punishment

No teacher, administrator, officer, employee, or agent of a school District in this state, shall use corporal punishment against a student. As used in this section, corporal punishment means any act of physical force upon a student for the purpose of punishing that student, except as otherwise provided in the next subsection. In situations in which alternative procedures and methods not involving the use of physical force cannot reasonably be employed, nothing contained in this section shall be construed to prohibit the use of reasonable physical force for the following purposes:

- to protect oneself from physical injury.
- to protect another student, teacher, or any person from physical injury.
- to protect the property of the school or others; or
- to restrain or remove a student whose behavior is interfering with the orderly exercise and performance of school District functions, powers, and duties, if that student has refused to comply with a request to refrain from further disruptive acts.

Reporting Process

- Any complaint about the use of corporal punishment by a staff member is to be reported in writing to the superintendent. The Superintendent or designee will investigate the complaint and, where a violation of the district's corporal punishment policy is found, the superintendent will take appropriate disciplinary action. A report of the resolution of the complaint will be sent to the complainant and to the Board. A file of the complaint and its resolution will be kept in the district's office.
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Visitors to the Schools

The building principal or designee is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to the schools:

- Anyone who is not a regular staff member or student at the school is considered a visitor.

- If an individual visiting the school has a temperature greater than 100.0° F or attests in the affirmative to any of the screening questions, they must leave the campus immediately and may not return until cleared by a medical professional.
- All visitors are required to follow current school guidance on mask wearing while on school property.
- All visitors to the school during the school day must report to the school's visitor sign-in desk upon arrival at the school. There they will be required to sign the visitor's register and will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. The visitor must return the identification badge to the visitor sign-in desk before leaving the building.
- Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings are not required to register.
- Visitors are not to interfere with classroom instruction.
- Any unauthorized person on school property will be reported to the building principal or designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
- All visitors are expected to abide by the rules for public conduct on school property contained in this Code of Conduct.

Public Conduct on School Property

The district is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of an environment, it is necessary to regulate public conduct on school property and at school functions. For purposes of this section of the Code, "public" shall mean all persons when on school property or attending a school function, including students, teachers, and District personnel.

The restrictions on public conduct on school property and at school functions contained in this Code are not intended to limit freedom of speech or peaceful assembly. The district recognizes that free inquiry and free expression are indispensable to the objectives of the district. The purpose of this Code is to maintain public order, respect, and prevent abuse of the rights of others.

All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. In addition, all persons on school property or attending a school function are expected to be properly attired for the purpose they are on school property.

Prohibited Conduct

No person, either alone or with others, shall:

- Intentionally injure any person or threaten to do so.
- Intentionally damage or destroy school District property or the personal property of a teacher, administrator, other District employee or any person lawfully on school property, including graffiti or arson.
- Disrupt the orderly conduct of classes, school programs or other school activities.
- Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
- Intimidate, harass, or discriminate against any person on the basis of actual or perceived race, creed, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (including gender identity and expression).
- Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
- Obstruct the free movement of any person in any place to which this Code applies.
- Violate the traffic laws, parking regulations or other restrictions on vehicles.
- Possess, consume, sell, distribute, or exchange alcoholic beverages, controlled substances, (cannabis) marijuana, or be under the influence of either on school property or at a school function.
- Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school District.
- Loiter on or about school property.
- Gamble on school property or at school functions.
- Refuse to comply with any reasonable order of identifiable school District officials performing their duties
- Willfully incite others to commit any of the acts prohibited by this Code.
- Violate any federal or state statute, local ordinance, or Board policy while on school property or while at a school function.

Penalties (Persons who violate this code shall be subject to the following penalties):

1. **Visitors:** Their authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection.

2. **Students:** They shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.
3. **Tenured faculty members:** They shall be subject to disciplinary action as the facts may warrant in accordance with Education Law § 3020-A or any other legal rights that they may have.
4. **Staff members in the classified service of the civil service entitled to the protection of Civil Service Law § 75:** They shall be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with Civil Service Law § 75 or any other legal rights that they may have.
5. **Staff members other than those described in subdivisions 3 and 4:** They shall be subject to warning, reprimand, suspension, or dismissal as the facts may warrant in accordance with any legal rights they may have.

Enforcement

- (1) The Superintendent of schools shall be responsible for the enforcement of these rules, and he/she shall designate any other personnel who are authorized to take action in accordance with such rules when required or appropriate to carry them into effect.
- (2) In the case of any apparent violation of these rules by such persons, which, in the judgment of the Superintendent or designee, does not pose any immediate threat of injury to person or the property, such school official may make reasonable effort to learn the cause of the conduct in question and to persuade those engaged therein to desist and to resort to permissible methods for the school official shall warn such persons of the consequences of persistence in the prohibited conduct, including their ejection from any district properties where their continued presence and conduct is in violation of these rules.
- (3) In any case where violation of these rules does not cease after such warning and in other cases of willful violation of such rules, the superintendent or designee shall cause the ejection of the violator from any premises which he/she occupies in such violation and/or, if appropriate, make recourse to police authorities. The school official may also initiate disciplinary action as hereinbefore provided.
- (4) The Superintendent or designee may apply to the public authorities for any aid which he/she deems necessary in causing the ejection of any violator of these rules and he/she may request the Board's Counsel to apply to any court of appropriate jurisdiction for any injunction to restrain the violation or threatened violation of such rules.

Dissemination and Review

The Board will work to ensure that the community is aware of the code of conduct by:

- (1) Providing copies of a summary of the Code of Conduct to all students in an age-appropriate plain-language version at a general school assembly held at the beginning of each school year.
- (2) Making copies of the code available to all parents at the beginning of the school year.
- (3) Mailing a summary of the Code of Conduct written in plain language to all parents of district students before the beginning of the school year and making this summary available later upon request.
- (4) Providing all current teachers and other staff members with a copy of the Code and copy of any amendments to the code as soon as practical after adoption.
- (5) Providing all new employees with a copy of the current Code of Conduct when they are first hired.
- (6) Making copies of the code available for review by students, parents, and other community members.
- (7) The Board will also sponsor an in-service education program for all district staff members to ensure the effective implementation of school policy on school conduct and discipline, including but not limited to, guidelines for promoting a safe and supportive school climate while discouraging, among other things, discrimination, or harassment against students by students and/or school employees, and including safe and supportive school climate concepts in the curriculum and classroom. Such training shall be designed to raise staff awareness and sensitivity to potential discrimination or harassment and provide strategies and responses to assist staff in responding to reports and incidents of discrimination and harassment and to help discourage their reoccurrence.
- (8) The Board will review this code of conduct every year and update it as necessary. In conducting the review, the board will consider how effective the code's provisions have been and whether the code has been applied fairly and consistently.
- (9) The Board may appoint an advisory committee to assist in reviewing the code and the district's response of code violations.
- (10) The district shall post the complete Code of Conduct, with all amendments and annual updates, on the district's website.

- (11) The Code of Conduct and any amendments to it will be filed with the Commissioner no later than 30 days after adoption.

-OPEN LUNCH-

Juniors and Seniors only, may go downtown during their lunch period if they have parent permission on file in the security booth. Appearance on the AIM list revokes this privilege.

-EMERGENCY SCHOOL CLOSING-

On days of inclement weather or impassable roads, school closings will be announced prior to 6:00 a.m. The School Messenger system will send out an authorized message regarding school closings and delays. The system will use the phone numbers we have in our records for you, so if changed, please call the school to update your records. Any emergency school closings will be announced on Radio, TV Stations and School Messenger:

WFRG - 104.3FM WKTU - (Utica Ch. 2) WSTM-TV (Syracuse Ch. 3) WSYR (Syracuse Ch. 9)
WUTR Spectrum WBNG (Ch. 12)

In the event of early closing, please have arrangements made ahead of time so the students know where they will be going.

-EVACUATION DRILLS-

Fire drills are held at regular intervals throughout the school year. During a drill teachers will give directions on how to leave the building. All students must walk quickly and quietly out of the building and away from the building and stay clear of entranceways.

-TEXTBOOKS-

All textbooks are the property of the district and are expected to last for a 5-year period. Textbooks are loaned to students for their use during the school year. Textbooks are to be kept clean and handled with care. Please be sure the student's name, grade and date are written on the inside front cover. If a textbook is misplaced or lost, please inform the teacher immediately. Please place a cover on all books. Students are required to pay for lost or damaged books.

-LOCKERS-

Homeroom teachers issue lockers and combination locks to students at the beginning of the year. Lockers must be kept always locked according to NYS Education Regulations. For proper security, students should keep locker combinations private. Students are expected to keep their lockers clean inside and out. Students should not keep money or valuables in their lockers. Such items should be deposited at the main office for safekeeping. The cost of lost or damaged locks is \$5. Lockers are the property of the Edmeston Central School and are provided for the student's personal use. Students have exclusive possession of their locker(s) only from other students and must understand that lockers are subject to being searched when the school administration has reasonable grounds upon which to base such a search.

-HALL PROCEDURES-

Students should be in the halls only at the beginning and end of the school day and while moving from one class to another unless they have special permission. Students in the halls during class-time must have hall passes.

-CELL PHONE AND ELECTRONIC DEVICES-

Cell phones have become an important means of communication for today's busy families. In recognition of this, students may use their cell phones before school starts at 8:03, during lunch in the cafeteria and after school ends at 2:30. During the academic day, students are expected to turn off and put their cell phones away. Likewise, MP3 players, IPODS, Smart Wearables, or other electronic devices can be distracting and therefore these electronic devices must also be turned off and put away. Cell phones or other electronic devices may be used in the classroom at the teacher's discretion. Loss or theft is the student's responsibility.

If a student is believed to be using a cell phone or other electronic device during the school day, he/she will be asked to surrender it. On the first offense the student will receive a warning and may retrieve the phone/device at the end of the school day. Subsequent offenses will require that a parent/guardian will be called to retrieve the phone/device and additional discipline may be warranted.

-VISITORS-

Parents are invited to the school at any time, however, please make prior arrangements to visit with a teacher or counselor so he/she will be able to make time to see you. Please check in at the Security Booth if visiting during the school day.

-AFTER SCHOOL ACTIVITY BUS-

Students may not ride the late buses unless they are involved in a COACH/TEACHER SUPERVISED ACTIVITY on that afternoon. Late buses are scheduled Mondays-Fridays. These buses leave at 4:00. The student needs to sign up at the security booth before 1:00 pm to get a ride home.

-TELEPHONE-

Students are not allowed to use any school phone for personal calls EXCEPT in an emergency and with office permission. Students who receive calls during the school day will be called from class ONLY in an emergency.

-GUIDANCE SERVICES-

Mrs. Conklin serves as our 7-12 Guidance Counselor. Mrs. Russell, Elementary Counselor provides guidance services to students in Grades K-6. Dan Cheatham, School Social Worker, is a trained mental health professional who can assist with mental health concerns, positive behavioral supports, academic and classroom support, consultation with teachers, parents, and administrators, as well as provide individual and group counseling. Our counselor education team is here to help our students and their families as they deal with situations that occur daily. Please feel free to call them whenever you have a concern. (965-8674)

-HEALTH ZONE-(965-6930)

Bassett Healthcare and Edmeston Central School cooperatively sponsor a school-based health center here at Edmeston Central School. They provide comprehensive health care services to any student pre-K through grade 12. For children who already have a health care provider, the Health Zone can work with that provider in caring for the child. For children without a primary health care provider, the Health Zone may become the primary source for a child's health care. Some of the services they provide include, complete physicals, diagnosis and treatment of acute and chronic illness, Health education, vision, hearing and other screenings and referrals. Forms are available at the Health Zone office.

-REPORT CARDS-

Report cards can be accessed through the parent portal in eSchool at the end of each ten (10), twenty (20) thirty (30), and forty (40) week period and at the end of each interim period of five (5), fifteen (15), twenty-five (25), and thirty-five (35) weeks. If you have any questions regarding report cards and need to get signed up for parent access, please contact Heather Farmer in the guidance office at 965-8674.

-HONOR ROLL/MERIT LIST-

These lists are issued every ten weeks. To make the Honor Roll, a student must have an average of 84.5 or higher. To make the principal's list, a student must have an overall average of 94.5 or better. To make the High Honor list, a student must have an overall average of 89.5 or better, and to make the Honor list, a student must have an overall average of 84.5 or better. To be given Merit, the teachers will nominate students who do not have at least an 84.5 average but demonstrate excellent effort.

-A.I.S. (Academic Intervention Services)-

Students who are in danger of failing a class may be scheduled in AIS for extra help given by their teachers depending on other measures of student performance. This extra help is designed to assist students to improve their skills. The district uses multiple measures such as New York State Exams, STAR Assessments, reading level, classroom performance and teacher recommendation when assigning students to AIS.

-ACADEMIC DETENTION-

There will be academic detention Mondays through Wednesdays after school for students. Students are expected to be in attendance from 2:35 until 4:00 if they are assigned. If students sign up for the late bus, they may have a ride home.

-HOMEWORK GRADES 5 - 8

Purpose: The purpose of homework is to reinforce class information and to practice important concepts taught in class. In addition, homework helps students to learn and apply time management and study skills. We have established the following framework showing our expectations:

Due Times: Homework is due at the beginning of the next class or at the teacher's discretion.

Late work due to a legal absence: If the student is absent from class when an assignment is given, he or she is given one additional day to complete the assignment. (The student returns on Tuesday, gets the back homework assignment, and the homework is due on Wednesday.)

Late work due to an illegal absence: This work may be an automatic zero.

Homework Corrections/ Re-dos: Work will be accepted to increase the grade to 75%

Accepting late work: Work that is turned in one day late from the due date will be accepted for up to 75% CREDIT. Work after that time may be accepted by the individual teacher but may not receive credit. The purpose of homework is to practice concepts. Students will be expected to know the information covered in class and homework for quizzes and tests. **Dropping the lowest grade:** Each quarter, the lowest homework grade will be dropped.

-STUDENTS IN GRADES 5-12 GRADING POLICY-

When teachers calculate a final grade for a full year subject, each quarterly grade is averaged and counts 4/5 and the final examination mark will count 1/5 towards the final grade. The Regents Exam grade may or may not count as the final exam in certain cases. In most cases, students must pass both the course and the Regents exam if one is given. Each student will receive one grade in each subject for each marking period. For the first quarter of the academic year a student will receive no less than a 50.

When weighting is used to compute class rank and honor roll, every full year course counts twice, and every half- year course counts once. Students in grades 9 – 12 need to remember that course promotion is not automatic and that students need to earn course credit at one level before moving on to the next level in a curriculum. Furthermore, high school students must pass both English and Social Studies to be promoted to the next grade level.

The teachers and administration, depending on course failures, age, previous retentions, work ethic, maturity, and disabilities and after serious consideration, may retain students in grades 5-8.

Homework Grading Policy: (Grades 5-12) Homework is a very important part of the educational process and should be taken seriously by parents and students. Homework supports the learning process through practice and assignments that broaden an understanding of the content of a particular course. Homework shall be defined for the purposes of this policy as the work students are expected to do outside of class. Homework will count no more than 25% of a student's grade and may count less.

-SUMMER SCHOOL-

For students in grades 9-12 to attend Summer School to make up course credit, students must have earned an average greater than 55, or have passed two quarters and completed the seat time in class. Once a student has earned a final grade in summer school, that grade will be averaged with the final Edmeston grade to calculate the final course mark. If a student is unable to attend Summer School, he/she must repeat a minimum of 20 weeks of the course that was failed and achieve a 70 or better, or an overall average of 65 over four of the six quarters they have taken the course.

For students in grades 9-12 to attend Summer School to make up course credit, students must have earned an average greater than 55, or have passed two quarters and completed the seat time in class. Once a student has earned a final grade in summer school, that grade will be averaged with the final Edmeston grade to calculate the final course mark. If a student is unable to attend Summer School, he/she must

repeat a minimum of 20 weeks of the course that was failed and achieve a 70 or better, or an overall average of 65 over four of the six quarters they have taken the course.

-GRADUATION REQUIREMENTS for STUDENTS 2021-2022-

To graduate from a school in New York State, students must meet the minimum requirements for both high school graduation credits (22 credits needed total) **and** pass a specific number of Regents Examinations. Below is a listing of credits and examinations needed. Please note that New York State Department of Education (NYSED) has made many changes recently, and more are expected to be made. Please contact Mrs. Conklin with any questions.

Number of Credits Required Per Subject for Each Type of High School Diploma

	Local Diploma	Regents Diploma	Regents Diploma with Advanced Designation
English	4	4	4
Social Studies	4	4	4
Mathematics	3	3	3
Science	3	3	3
Spanish	1	1	3
Physical Education	2	2	2
Fine Arts	1	1	1
Health	0.5	0.5	0.5
Electives	3.5	3.5	1.5
Total	22	22	22

Number of Regents Exams Required 65+ for Each Type of High School Diploma

	Regents Diploma	Regents Diploma with Advanced Designation
Mathematics	1	3
Science	1	2
Global Studies	1	1
U.S. History	1	1
Comprehensive English	1	1
Spanish (local exam) *	0	1*
Total	5	9

In 2015 New York State approved a Pathways to Graduation 4+1 Option. Under this, students must take and pass four required Regents Exams in each of the following subjects: English, math, science, and social studies, and a comparable rigorous assessment for the fifth exam required to graduate. The fifth assessment required to graduate may include (but is not limited to): One additional Regents Examination, CDOS pathway, or a CTE pathway assessment (there is a prescribed list set forth by the Commissioner of Education). There are **many** options for this; however, the aforementioned are the ones that will most typically be utilized by our students.

*A CTE sequence (BOCES) can be substituted for the Spanish Local Examination

****Each Exam listed above must be passed with at least a 65**

Regents Diploma with Advanced Designation with Honors: To achieve this diploma the student must achieve an average of a 90.0 on the 8 Regents Exams (not the Spanish Local Exam) required for the Regents Diploma with Advanced Designation.

Mastery in Math and Science: Students who achieve an 85% or higher on 3 math exams receive a mastery in math seal on their diploma. Likewise, students who achieve an 85% or higher on 3 science exams receive a mastery in science seal. Please note, this is NOT an average of the exams; students MUST receive an 85%+ on each exam to qualify.

Special Education: Students who receive special education services will continue to qualify for a local diploma under the safety net guidelines. Other options may exist for these students. If you have any questions regarding special education, contact Mr. Kelly, Director of Special Education.

If you have any questions regarding graduation requirements, please contact Mrs. Conklin or Mrs. Farmer in the guidance office at 965-8674.

-9 – 12 COURSE LOAD-

All High School Students are required to take at least a 5.5 credit load each year to be considered full-time. Seniors who have met many requirements still must take 5.5 credits in order to qualify for participation in senior activities and to fully prepare themselves for postgraduate work. Exceptions are limited to students who are in their fifth year of high school, who are participating in a career related work experience, or who's circumstances warrant a lighter schedule and are approved by the principal.

-ADD/DROP POLICY-

Students may drop or add a course only during the first 12 days of the semester. Exceptions may be made due to special circumstances and must have administration and parental approval.

-DISCLOSURE OF ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR) DATA-

Chapter 68 of the Laws of 2012 amended Education Law Section 3012-d, requires public disclosure of the results of Annual Professional Performance Reviews (APPRs) of teachers and principals. Education Law Section 3012-d, as amended, requires school districts to release to parents/legal guardians the final quality ratings and composite effectiveness scores for teachers and principals to which their child is currently assigned. The Board is required to provide conspicuous notice to parents/legal guardians of their right to obtain such information and the methods by which the data can be obtained. Parents are entitled to receive an oral or written explanation of the composite effectiveness scoring ranges for final quality ratings and be offered the opportunity to understand such scores in the context of teacher evaluation and student performance. School officials are charged with the task of making reasonable efforts to verify that a request is bona fide and made by a parent or guardian entitled to review the data. Therefore, it shall be the policy of the Board of Education of the Edmeston Central School District that APPR data shall be disclosed to parents who request it according to the following guidelines:

Entitlement to Release of APPR Data

As of the 2013-14 school year, the district, upon receipt of a bona fide request from a parent or legal guardian, shall release to the parent or legal guardian the final quality rating(s) and composite effectiveness score(s) for each of their student's teachers and principal, who are subject to 3012-d. Upon request, parents will also be given a written summary or oral explanation of the composite scores and ratings bands and shall be offered the opportunity to understand the scores in the context of teacher evaluation and student performance. The past year's scores will be released only for the student's current teacher(s) and principal. The score and performance rating for teachers subject to 3012-d are completed by September 1 of the following school year; therefore, parents shall not receive the APPR score and performance rating of their student's teacher(s) until after September 1.

Meeting the notice requirement

The district shall provide conspicuous notice to parents and legal guardians of their right to obtain the final quality ratings and the composite effectiveness scores of their child's teachers and principals. School officials shall post this notice on the district website and in another publication, such as the district newsletter, where annual notices are published, by September 1 of each school year.

How APPR data shall be released to parents

The principal and the superintendent are the only school officials authorized by this policy to disclose APPR scores and ratings to parents or guardians, according to the procedures described in this policy. Parents may review and receive scores by phone or in person. School officials shall make reasonable efforts to verify the identity of the parent/legal guardian, their relationship to the student and their right to such student/teacher data. When requesting scores in person or by phone, school officials shall verify the parental relationship through information in the student's records. All reports of APPR scores and ratings provided to parents or guardians shall be documented in writing with the student's name, date, time, identification shown, as well as the name of the school official who released the scores.

Explanation of APPR Rating Criteria

The release of an APPR score and rating to a parent shall include the following explanation of the rating criteria:

- 50% Teacher evaluation, 50% Student growth score.

3012-d Overview – Observation HEDI

	Overall Observation Category Score and Rating	
	<i>Minimum</i>	<i>Maximum</i>
H	3.5 to 3.75	4.0
E	2.5 to 2.75	3.49 to 3.74
D	1.5 to 1.75	2.49 to 2.74
I	0	1.49 to 1.74

Public Disclosure of APPR Data

Under Section 10(c) of Education Law 3012-d, the APPR scores of individual teachers and principals are not subject to disclosure under New York's Freedom of Information Law (FOIL). Therefore, it shall be the policy of the Edmeston Central School District that the individual APPR scores of teachers and the principal shall not be subject to FOIL requests.

Parent Request of Teachers

The procedures for placement of students in classes are subject to the Student Placement Policy. According to the Student Placement Policy, requests for specific teachers will not be honored.

-STUDENT PLACEMENT POLICY-

It shall be the policy of the Edmeston Central School District to place students within the educational program of the district as follows:

Placement of each student within the educational program, with respect to building, teacher, and grade or special class, shall be at the discretion of the school administration and shall be subject to review and change at any time. In making such decisions, the administrator or building principal will be guided by performance in class, past records, parent or guardian and teacher recommendations, standardized test scores, and any other appropriate sources of information, but the final decision shall rest with the school administration. Parents may request, in writing, teacher attributes that would best serve their child's learning needs; however, requests for specific teachers will not be honored. Moving a student at any time after the school year has begun is disruptive and should be done only under extraordinary circumstances. The procedures for student placement according to the board policy shall be clearly communicated each school year through a letter from the principal and/or inclusion in the student handbook.

-WORK RELEASE-

In certain specific cases, students may be allowed to shorten their school day to hold a job. The job may in no way interfere with the academic requirements of the student. To see if you qualify, please check in the guidance office.

-WORKING PAPERS-

Employment Certificates are available from the main office. Be sure you have proof of a physical exam within the last 12 months and your Social Security number before you ask for an application to get your certificate. PLEASE make arrangements for these papers well BEFORE you get a job. Certificates are different for students who are 14-15 and 16-17.

- T.A.S.C.-

Test Assessing Secondary Completion-formerly G.E.D. Edmeston Central School may offer a T.A.S.C. program. Only students who meet the following criteria will be permitted to enroll in a district sponsored T.A.S.C. Program: the student must be a current resident of the Edmeston Central School District and must be 4 years past the date that the student entered the 9th grade. More information is available in the Guidance Office.

-BUS SERVICE AND SAFETY-

Below are necessary rules that all bus students must follow:

Please be 5 minutes early to your bus stop. Parents must bring children to school if the bus is missed. During inclement weather driving conditions warrant extreme safety measures. To maintain our time schedule, expect your bus to arrive early, especially if your stop is at the beginning of the trip.

Wait until the bus comes to a full stop before attempting to get (on or off). Go immediately to a seat and stay there until the bus comes to a complete halt at your stop or at school (Seating of students is the driver's responsibility). Keep arms, head, and hands inside bus windows. Do not talk with the driver while the bus is in motion. Be a courteous passenger at all times. Any student who rides to school on a school bus must ride home on the same bus unless a special written note is brought from home. All notes must contain the full names of students and the person whose home they will be dropped off at. A late bus is provided 5 days a week for all students who must remain for EXTRA HELP and/or SCHOOL ACTIVITIES. Teacher permission must be obtained before you remain after school hours.

A violation of the above safety rules will result in a warning bus referral sent to the parents stating that subsequent referrals may result in transportation privileges being suspended temporarily or permanently for the student.

Bus Garage Phone: (965-8700).

-COMMUNICATION-

Please feel free to call the school with your questions and concerns at **965-8931**. This is the main number at the school. If you need to talk to a teacher, please leave a message for him or her to return your call. Please make appointments to see teachers rather than just "drop in". The teachers are working hard to plan and provide an excellent educational program for their students and interruptions can impact their carefully scheduled time.

In addition, the following numbers are direct lines to specific offices:

Guidance (Mrs. Conklin, Mrs. Farmer) 965-8674

Nurse: 965-8609

Business Office: 965-9086 (Mrs. Rusweiler & Mrs. Walkden) Fax:965-8942

Please call these departments directly:

Health Zone: 965-6930

Bus Garage: 965-8700

To report harassment or bullying: Contact - Mrs. Russell (Grades PK-6), Mrs. Conklin (Grades 7-12), or Mr. Cheatham to share your concerns. (965-8931)

Additional information may be found at our school website www.edmestoncentralschool.net.

Email addresses may be found on the website.

-POLICIES FOR EXTRACURRICULAR PARTICIPATION-

(See Athletic Code of Conduct for Policies and Procedures)

1. For all extracurricular activities, coaches/advisors of the various activities shall explain all aspects of the rules to members of those activities. For Interscholastic Athletic participation, all rules as described in the NYSPHSAA rules book will be followed. Additional rules as described by the Tri-Valley League and the Edmeston Central School shall also be followed.
2. All athletes must have a physical examination and be determined fit to compete prior to their first practice. The school nurse shall provide the team's coach, the athletic director, and the administration with all such medical lists and required updates. Students failing this exam who wish to compete must request and receive waiver approval from the Board of Education (i.e., student with loss of one of a pair of organs, extended periods of illness, etc.). A student who has been injured or absent from school due to illness for five or more days, must receive a doctor's permission to resume practice.
3. All students who are members of extracurricular activities are expected to attend all practice sessions. Excuses for absences due to medical reasons or family emergencies will be acceptable. Sunday and Holiday practices are not allowed without permission from the Administration and **must be voluntary**. NYSPHSAA Guidelines are to be adhered to regarding practices of each respective sport.
4. Extracurricular participants must be in class by 8:03 A.M. on the day of the respective contest/practice. The only exceptions will be for verified medical, dental, court, driver test or educational/career appointments or a late bus. A student will not be allowed to participate in a contest/practice if he/she was illegally absent for any length of time on the day of the contest/practice/event. Only the Principal or his/her designee may make exceptions to this rule. This 8:03 rule applies to the following activities only: Cheering & Cheering Practices, Interscholastic Athletic Contests & Practices, School Musical Performances & Practices, Senior Play Performances & Practices and Debate Tournaments & Practices. The rule does not apply to clubs & organizations, dances, intramurals, weight room, concerts, etc. The intent of the rule is to emphasize that students, who are participating as a representative of Edmeston Central School, must be in school on time even though they were competing or performing the previous evening.
5. After admittance to an activity, a student's school disciplinary record may have an impact on their eligibility to participate in an extracurricular activity. Multiple or very serious violations throughout the activity season may be reviewed and further disciplinary action instituted.
6. Students in extracurricular activities are not to use, possess, or be under the influence of alcoholic beverages, illegal drugs, (cannabis) marijuana, or tobacco. These are considered health hazards and detrimental to a student's physical and mental well-being. Students are not to attend a function where illegal consumption or illegal possession of drugs, alcohol, tobacco products, e-cigarettes, or smokeless tobacco is taking place. (*Examples: bar, house party, field party*)
7. Conduct on a trip or during an event: Students are expected to be on their best behavior wherever they may be attending an activity. Inappropriate behavior may result in discipline.

-ACADEMIC IMPROVEMENT MONITORING (AIM) GRADES 5– 12-

The number one priority for all students is academic achievement. The AIM process is meant to monitor grades and encourage students to continue to focus on their academic performance and responsibilities as well as to enjoy the extracurricular activities of their choice. Approximately every two weeks the AIM list will be compiled listing students who are failing two or more subjects and any senior who is failing one or more subjects required for graduation. These students on the AIM list will be subject to the following:

- A. Students who appear on this list will be considered **ineligible** immediately. There will be no probation period.
Students will be given an opportunity to complete a work plan. This will consist of a student contract that is completed by the student and each teacher whose class the student is failing. Plans will be found in the guidance office. When that plan is complete the teacher will sign off and the student will again become eligible by presenting the signed plan to the coach and the guidance office. Students will not be allowed to participate until the plan is completed and a teacher has signed off on the plan indicating they are passing. They will also be restricted to study halls unless they have a pre-signed pass to the library for specified research or computer work or to guidance.
- B. Grades will reflect how a student is progressing for the entire 10 week marking period – not just how a student did during the preceding two weeks. After a Report Card comes out at the end of the 10-week marking period, the following two weeks' AIM list will be based on the new grades of the new marking period.
- C. Procedure:
 1. AIM grade reports will be e-mailed to the office by the teachers at approximately two and a half week intervals on predetermined dates.
 2. Students will be notified if affected, approximately two school days following the compilation of the list based on the dates listed below. Letters will be sent to parents of students who are on the AIM list indicating failing courses and grades.
 3. If a student is failing and is thus on the AIM list, that student will be required to immediately meet with teachers and make a greater effort. He or She may be required to attend academic detention.
 4. Advisors and coaches are responsible for enforcing a suspension from the activities listed below.

The activities specifically affected by the AIM policy include all interscholastic sports practices and games, all dances (except the Prom), the musical, the Senior Play, Weight Room after school workouts, Yearbook, Student Council, Robotics, the Spanish Club, downtown lunch privileges, and the senior trip.

Dates that the AIM LIST takes effect:

9/27/21, 10/18/21, 11/1/21, 11/22/21, 12/6/21, 12/20/21, 1/18/22, 2/7/22, 2/18/22, 3/14/22, 3/28/22, 4/11/22, 5/2/22, 5/23/22, 6/6/22.